

Texas A&M University-San Antonio
College of Education & Human Development
Department of Curriculum & Instruction

EDCI 4301: Pedagogy III: Curriculum Planning

A. MAJOR COURSE REQUIREMENTS:

Assignment	Standards
Context for Learning and Unit Overview Narratives	3.5k – 3.11k and 3.7s – 3.14s
Essential Question Submission	1.19k – 1.24 k and 1.19s – 1.24s
Content & Skills T-Chart, Objective Alignment Thoughtsheet, and Unit Graphic Organizer	1.19k – 1.24 k and 1.19s – 1.24s
Culturally Relevant Book Selection List	3.5k – 3.11k and 3.7s – 3.14s
Pre-Test Question Writing Assignment	3.18s – 3.20s
Traditional and Authentic Assessment Submissions	3.18s – 3.20s
Designing Plan to Re-Teach Assignment (Based on Pre-Test Results)	3.18s – 3.20s
4 Lesson Plans – Development and Submission	1.19k – 1.24 k and 1.19s – 1.24s
Lesson Plan Modification Paper	3.5k – 3.11k and 3.7s – 3.14s
Full Unit Plan – Development and Submission	1.19k – 1.24 k and 1.19s – 1.24s
Mid-Term and Final Exams	PPR Standards 1 and 3

B. LEARNING OBJECTIVES:

TEXES PPR Standards

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

The beginning teacher will demonstrate a knowledge and understanding of:

Designing Coherent Instruction

- 1.19k the importance of designing instruction that reflects the TEKS
- 1.20k features of instruction that maximizes students’ thinking skills
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence
- 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning
- 1.23k the benefits of designing instruction that integrates content across disciplines
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness

Engaging Students in Learning

- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs
- 3.6k how to present content to students in relevant and meaningful ways
- 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations
- 3.8k the importance of promoting students' intellectual involvement with content and their active development and understanding
- 3.9k strategies and techniques for using instructional groupings to promote student learning
- 3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts
- 3.11k techniques for structuring and pacing lessons in ways that promote student engagement

The beginning teacher will demonstrate an ability to:

Design Coherent Instruction

- 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS
- 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning
- 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives
- 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure
- 1.23s provide students with opportunities to explore content from many perspectives

Engaging Students in Learning

- 3.7s create lessons with a clearly defined structure around which activities are organized
- 3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process
- 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively
- 3.10s represent content effectively and in ways that link with students' prior knowledge and experience
- 3.11s use flexible grouping to promote productive student interactions and enhance learning
- 3.12s pace lessons appropriately and flexibly in response to student needs
- 3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process
- 3.14s encourage students' self-motivation and active engagement in learning

The beginning teacher will articulate the importance of how to:

Demonstrating Flexibility and Responsiveness

- 3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity
- 3.19s adjust instruction based on ongoing assessment of student understanding
- 3.20s use alternative instructional approaches to ensure that all students learn and succeed

C. LECTURE OR DISCUSSION TOPICS:

- Backward Design
- Objective and assessment alignment
- Assessing learners—formative and summative assessment writing
- Writing lessons using the TEKS and ELPS
- Culturally Relevant Pedagogy
- School discipline and creating engaging lessons
- Meeting the needs of all learners—students of color, students with disabilities, LGBTQ students, and EL students
- Writing lesson plan modifications

D. REQUIRED & RECOMMENDED READINGS:

All course readings will be articles and excerpts provided by the instructor.

Articles provided by instructor pertaining to effective lesson and unit planning, quality and effective assessment writing, and creating engaging lesson activities that are responsive to needs and cultural and personal identity of the students.

Week Number	Topic/Concept	Assignment/Assessment
1	Introduction to Course Understanding Backward Design Planning	
2	Essential Questions Understanding Assessments (Formative and Summative)	Context of Learning and Unit Overview Narratives
3	Writing Objectives/TEKS Alignment Finding the TEKS Matching the TEKS to Your Assessments	Essential Question Submission
4	Learning the Components of Lesson Planning Learning the Components of the Unit Plan	Content & Skills T-Chart Objective Alignment Thoughtsheet Unit Graphic Organizer
5	Meeting the Needs of Your Diverse Learners	Pre-Test Question Writing Assignment Culturally Relevant Book Selection List Authentic Assessment Draft
6	Meeting the Needs of Your Diverse Learners (Cont.) Discipline and Student Engagement	Lesson 1 Submission
7	Meeting the Needs of Your Diverse Learners (Cont.) Students with Disabilities and Emergent Bilinguals	Traditional Assessment Draft
8	Mid-Term Exam	Mid-Term Exam Lesson 2 Submission
9	One-on-One Conferences (Discuss Unit Plan)	
10	One-on-One Conferences (Discuss Unit Plan)	
11	Meeting the Needs of Your Diverse Learners (Cont.) LGBTQ Youth	Lesson 3 Submission
12	Moving from Unit Planning to Semester and Year Planning Modifying Lessons for Students	Lesson 4 Submission Designing a Plan to Re-Teach Assignment
13	T-TESS and PPR Teaching in the Real World	Lesson Plan Modification Paper
14	Answering Questions about the Unit Submission	
15	Answering Questions about the Unit Submission Preparation for Final Exam	Full Unit Plan Submission
16	Final Exam	Final Exam